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ABSTRACT

This guide seeks to provide public and school librarians with a variety of practical resources and activities for contributing to the public's understanding of major global trends and relationships that affect local communities. The guide contains four sections geared towards children, young adults, adults, and school settings. The children's section is based on the United Nations' Convention on the Rights of the Child. Resources and activities are organized into broad areas of survival (food, health care, a home), personal development (education and recreation), protection (family and parental guidance), and participation (freedoms and civil rights). Young adult activities focus on the world music of social change. This section includes electronic and print resources for world music of social change, world music sources, and suggested recordings. Adult activities are structured around commemorative days throughout the year that have been designated primarily by the United Nations. This section presents tips for locating and maximizing community resources, program ideas, and selected Web sites. The section for school librarians contains program ideas to enhance awareness of global issues and ways for teachers to introduce sustainable development into the curriculum. This section includes lists of Internet sites, magazines, and resources for ideas for taking personal action. (PVD)

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ED 429 804

LOCAL LIBRARIES: GLOBAL AWARENESS

A Librarian's Guide to Global Programming for a Sustainable Future

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Introduction
Children
Young Adult
Adult Services
School Library Media Specialists

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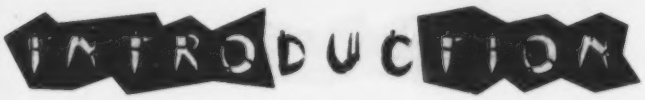
"Ours is a small world, and the global reach and local touch of libraries helps librarians bring the world to their communities. The partnership between the American Library Association and Global Learning has provided the opportunity to develop a global resource guide and a one-day global issues preconference to promote ideas and strategies for increasing global programming in libraries. Regardless of geographical location, nationality, and ethnicity, librarians are examining similar issues while striving to meet the information needs of their users. Partnerships like the one with Global Learning help the American Library Association extend the global reach of libraries while enhancing their local touch."

Barbara J. Ford
ALA President

LOCAL LIBRARIES: GLOBAL AWARENESS

A Librarian's Guide to Global Programming for a Sustainable Future



Librarians have always been gatekeepers to the world for their communities, whether in the library's collections, research or programming, and they now bear a responsibility to widen the partially opened door for people of all ages toward a fuller awareness of our global home.

As the 21st Century dawns, there are not only movements toward expanding democratization and the accelerating integration of a global economy, but also conditions of persistent poverty, widening disparity and inequity, depleting resources, a degrading environment, and all-too-frequent recourse to violence. In light of these challenges and opportunities, the concept of **sustainable development** provides a global vision for forging a more just, humane and ecologically benign future.

First defined in *Our Common Future*, a 1987 report to the General Assembly of the United Nations, sustainable development is *"development that meets the needs of the present without compromising the ability of future generations to meet their needs."* This definition stresses the interrelationship of the three concepts of **environmental protection**, **economic/political development**, and **social equity** and has permeated not only the UN system, but national and local governments and major corporations as well.

The Earth Summit in Rio de Janeiro in 1992 and special UN sessions in June 1997 provided assessments of the status of sustainability around the world. In this country the President's Council on Sustainable Development released its major report, *Sustainable America*, in 1996 and is planning a *National Summit on Sustainable Development* in Detroit, MI for early 1999. Local cities and towns have joined nonprofit groups in promoting sustainable communities across the nation.

This Guide seeks to provide public and school librarians with a variety of practical resources for contributing to the public's understanding of major global trends and relationships that affect our local communities as well. The concern for a future that is sustainable is shared by people around the world.

The Guide has four sections geared to children, young adults, adults, and school settings. The children's section is based on the United Nations' Convention on the Rights of the Child. The young adult portion utilizes world music of social change as its core. The adult activities are structured around commemorative days throughout the year that have been designated primarily by the United Nations. The section for school librarians includes program ideas to enhance awareness of global issues and ways for teachers to introduce sustainable development into the curriculum.

The space limitations of this Guide prevented the ALA Global Awareness Team from including all of the resources they created or identified for this project. Supplementary materials for those who would like additional resources and suggestions for programming are available on-line from ALA at **http://www.ala.org/work/international/** or from Global Learning, Inc. at **http://viconet.com/~schnarr/global.htm**; they are also available in hard copy from the ALA International Relations Office at 50 East Huron Street, Chicago, IL 60611 USA.

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June 1998

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CHILDREN
IN A SUSTAINABLE WORLD

At this writing, only two countries in the world have not ratified the **Convention on the Rights of the Child** since it was unanimously adopted by the United Nations General Assembly on November 20, 1989. Despite the fact that the United States joins Somalia in this minority position, the Global Awareness Team decided to organize the activities and resources for children in this Guide around these globally accepted Rights of the Child. The Convention's uniqueness stems from the fact that it is the first legally binding international instrument to incorporate the full range of human rights — children's civil and political rights as well as their economic, social and cultural rights — thus giving all rights equal emphasis.
(UNICEF • http://www.unicef.org/crc/conven.htm)

UNICEF has summarized these Rights of the Child using four broad categories:
1] SURVIVAL 2] PERSONAL DEVELOPMENT 3] PROTECTION 4] PARTICIPATION
A sustainable world is one which provides these rights for every child.

Sustainable development and the rights of children are very big ideas for children to grasp, but there are ways to break these ideas down into familiar concepts. Sustainable development for children means living in a world that nurtures, protects, teaches and loves them. It means having a roof over their heads, food in their bellies, a family to love them and time to learn and play, regardless of where they happen to have been born. Through books, videos, music, and web sites, librarians, teachers, and parents can begin to examine the lives of children around the world. This exploration can lead to discussions surrounding the use of natural resources, political and personal freedom, and questions of equality — the very issues upon which sustainable development is based. These are not easy issues to address, to be sure, but important ones for each generation to contemplate.

Materials to use to begin looking and learning about the peoples of the world, how they live, and how they use their environments:

For younger readers:

Diakite, Baba Wague. (1997). *Hunterman and the crocodile*. New York: Scholastic Press. This folktale speaks to the necessity of humankind's taking its place next to, rather than above, other living things.

Gray, Nigel. (1988). *A country far away*. New York: Orchard Books. This is a side-by-side look at the lives of two boys, one from Africa and the other from North America or Europe.

Keller, Holly. (1994). *Grandfather's dream*. New York: Greenwillow Books. Nam's grandfather hopes that once the wetlands are restored the cranes, thought to bring good-luck, will return. This is a story that at its core speaks to sustainable development and stewardship.

Kindersley, Barnabes. (1995). *Children just like me*. New York: Dorling Kindersley Limited. Meet children and their families from the world over. Photos depict children's homes, schools, foods, and families. A perfect starting point for a look at how we live and use resources.

For similar stories, see the companion piece by Jamila Gavin. (1997). *Our favorite stories from around the world*. New York: Dorling Kindersley.

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SPECIAL GLOBAL DAYS

Opportunities for Local Library Programming

Unless otherwise noted, these days have been designated by the UN and are celebrated globally.

JANUARY
3rd Monday – Martin Luther King, Jr. Day (US)

FEBRUARY
Black History Month (US)

MARCH
8 International Women's Day
21 International Day for the Elimination of Racial Discrimination
20 Earth Day (at UN)
22 World Day for Water

APRIL
2 International Children's Book Day
7 World Health Day
22 Earth Day (US)
23 World Book and Copyright Day
25 Arbor Day (US)

MAY
3 World Press Freedom Day
15 International Day of Families
17 World Telecommunications Day

JUNE
5* World Environment Day
8 Universal Children's Day (celebrated in the US on this date)
17 World Day to Combat Desertification and Drought
26 International Day against Drug Abuse and Trafficking

JULY
1st Saturday – International Day of Cooperatives
11 World Population Day

AUGUST
8 International Day of the World's Indigenous People

SPECIAL GLOBAL DAYS
CONTINUED

SEPTEMBER
- *3rd Tuesday – International Day of Peace (opening of UN General Assembly)
- 8 International Literacy Day
- 16 International Day for the Preservation of the Ozone Layer

OCTOBER
- 1 International Day of Older Persons
- 1st Monday – World Habitat Day
- 5 World Teacher's Day
- 9 World Post Day
- 2nd Wednesday – International Day for the Reduction of Natural Disasters
- 16 World Food Day
- 17 International Day for the Eradication of Poverty
- 24* United Nations Day
- 24 World Development Information Day
- 24-30 Disarmament Week
- 31 UNICEF Day

Lesbian and Gay History Month (US)

NOVEMBER

Week of 11th – International Week of Science and Peace
- 20 Africa Industrialization Day
- 21 World Television Day
- 26 International Day to End Violence Against Women

DECEMBER
- 1 World AIDS Day
- 3 International Day of Disabled Persons
- 5 International Volunteer Day for Economic and Social Development
- 6 International Day for the Abolition of Slavery
- 10* Human Rights Day
- 29 International Day for Biological Diversity

**The UNITED NATIONS' Department of Public Information is asking all schools to observe these four special days and will provide free materials about the United Nations and about these days upon request. Contact them at Public Inquiries Unit, United Nations, GA57, New York, NY 10017 (212-963-4475) email: inquiries@un.org.*

For older readers:

Ash, F. (1995). *Up river*. New York: Simon & Schuster.
Armbruster, A. (1996). *Floods*. New York: Franklin Watts.
Menzel, Peter. (1994). *Material world*. San Francisco: Sierra Club Press.
Menzel, Peter. (1994). *Material world: A global family portrait*. CD-ROM. San Francisco: StarPress Multimedia.
Mills, C. (1992). *Dinah for President*. New York: Macmillan.
Paulus, Trina. (1972). *Hope for the flowers*. New York: Paulist Press.
Siy, A. (1992). *The Brazilian rain forest*. New York: Dillon Press.

Web sites:

AFRO americ@ Kids Zone —http://www.afroam.org/children/children.html
Myths and fables from around the world
Chickadees World Kids Voyage — http://www.worldkidsvoyage.org
Kids travel around the world with young sailor
Convention on the Rights of the Child — http://www.unicef.org/crc/conven.htm
International Kids' Space — http://www.kids-space.org
Pen pal opportunities
Pangea — http://www.pangea.org
Street and working children's organizations
UNICEF's Voices of Youth project — http://www.unicef.org/voy/

1] SURVIVAL * children have the right to enough food, health care, a home

HOME

Materials for younger readers:

A look at houses from around the world using both photographs and drawings.

Dorros, Arthur. (1992). *This is my house*. New York: Scholastic.
Jackson, Mike. (1995). *Homes around the world*. Austin: Steck-Vaughn.
McDonald, Megan. (1990). *Is this a house for Hermit Crab?* New York: Orchard.
Morris, Ann. (1992). *Houses and homes*. New York: Lothrop, Lee & Shepard Books.

Sample Activity

Gather together a collection of raw materials from your area. This could include dirt to make mud houses, grass, twigs, etc. Also, provide craft material like sticks, etc. Put out pre-fab materials too, like legos® and duplo® blocks. Invite the children to make a house built with what they can find in their "environment."

Discussion Questions:

1. What are the advantages of using materials from the environment? Disadvantages?
2. How easy or difficult was it to build using found materials?
3. Which houses make better use of the environment? Why do you think so?
4. Which kind of house is made of materials that are not friendly to the environment? Why do you think so?

Materials for older readers:

Menzel, Peter. (1994). *Material world*. San Francisco: Sierra Club Books.
Paulsen, Gary. (1988). *Hatchet*. New York: Puffin Books.

Sample Activities:

Have children design their "dream" home that is environmentally sound and incorporates elements of the outdoors.

Look at the book *Material World*. Make a list of what your family has and would show as its most prized possessions.

2] PERSONAL DEVELOPMENT * children have the right to an education and to recreation

Angelou, Maya. (1994). *My painted house, my friendly chicken, and me*. New York: Crown.

Baer, Edith. (1990). *This is the way we go to school*. New York: Scholastic.

Heide, F. P. and Gilliland, J. H. (1990). *Day of Ahmed's secret*. N.Y.: Lothrop, Lee, Shepard.

Hoffman, Mary. (1991). *Amazing Grace*. New York: Dial Books for Young Readers.

Polacco, Patricia. (1991). *Appelemando's dreams*. New York: Philomel Books.

Sample Activity

Children will make their own toys. Collect a variety of clean, empty containers, wires, rubber bands, etc. Include natural materials such as pine cones or whatever is available locally. Have the children make toys: provide time for discussion: display toys.

Williams, Karen Lynn. (1990). *Galimoto*. New York: Lothrop, Lee & Shepard.

3] PROTECTION * children have the right to live in a family environment with parental guidance

Cisneros, Sandra. (1994). *Hairs/pelitos*. New York: Alfred A. Knopf.
Ho, Minfong. (1996). *Hush: A Thai lullaby*. New York: Orchard Books.
Lewin, Hugh. (1983). *Jafta's father*. Minneapolis: Carolrhoda Books.

Music:

The planet sleeps. (1997). New York: Work. Lullabies from around the world.

Suggested Activities

Families:
Ask the children what makes a family? Write a list of their answers and then have them draw what their family is like.

Using *Hairs/pelitos*, write what the kids' families smell like, sound like, or feel like.

Make a collage of images from magazines that describes the children's families. Note the images do not have to look like anyone — just evoke what the family is like.

4] PARTICIPATION * children have civil rights and freedoms

DiSalvo-Ryan, DyAnne. (1994). *City green*. New York: Morrow Junior Books.
Mitchell, Margaret King. (1997). *Granddaddy's gift*. Bridgewater Books: Mahwah.
Sisulu, Elinor. (1996). *The day Gogo went to vote*. Boston: Little, Brown.
Springer, Jane. (1997). *Listen to us 'working children.'* Toronto: Douglas & McIntyre.

All ages:

Demonstrate to children that they can have a range of opinions and that not all ideas are simply right or wrong.

Define a space large enough for the group, designating one end as "Totally Agree" and the other as "Totally Disagree." Connect the two opposite sides with a line made from masking tape. Pick a scenario that has a variety of points of view and one that is familiar to the children. For young children a simple, "Pepperoni pizza is better than cheese," could work, while older students could use a more sophisticated situation such as, "It is better for the planet for everyone to become a vegetarian." Everyone must pick a spot on the continuum of opinion. While no one will have to defend his or her position, it will become apparent that many opinions are possible.

Greene, Alanda. (1997-98, Winter). "Where do you stand?" *Green teacher*, pp.19-21.

SUSTAINABLE DEVELOPMENT TIMELINE

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Over the past fifty-five years, optimism about the creation of a modern technological utopia has been replaced by a more realistic understanding of the forces contributing to the world's problems. Many people consider 1962 as the seminal year in which we began to understand how closely linked the environment and development truly are. The following timeline has been prepared by the International Institute for Sustainable Development. It contains highlights from their more comprehensive SD Timeline available at <http://sdgateway.net/intro/timeline/>

1962
Rachel Carson publishes *Silent Spring* shattering the assumption that the environment had an infinite capacity to absorb pollutants.

1963
International Biological Programme initiated by nations around the world, laying the foundation for a science-based environmentalism.

1968
Paul Ehrlich publishes *Population Bomb* on the connection between human population, resource exploitation and the environment. <http://www.pbs.org/populationbomb/>

1968
Intergovernmental Conference for Rational Use and Conservation of Biosphere provides a forum for early discussions of the concept of ecologically sustainable development <http://www.unesco.org/>

1969
USA passes the National Environmental Policy Act (NEPA) creating the first national agency for environmental protection - the EPA. <http://www.epa.gov/>

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1970
First Earth Day held as a national teach-in on the environment in the USA. <http://www.envirolink.org/orgs/edn/GNelson.html>

1971
Founex Report notes that while concern about the environment sprang from the production and consumption patterns of the industrialized world, many environmental problems are a result of underdevelopment and poverty.

1972
Rene Dubos and Barbara Ward write *Only One Earth*. The book sounds an urgent alarm about the impact of human activity on the biosphere but also expresses optimism that a shared concern for the future of the planet could lead humankind to create a common future.

1972
United Nations Conference on Human Environment held in Stockholm under the leadership of Maurice Strong. The conference is rooted in the regional pollution and acid rain problems of northern Europe. This eco-agenda is opposed by the Group of 77 and the Eastern bloc. The conference leads to the establishment of numerous national environmental protection agencies and the United Nations Environment Programme (UNEP). <http://www.unep.org/>

1972
Club of Rome publishes *Limits to Growth*. The report is extremely controversial because it predicts dire consequences if growth is not slowed. Northern countries criticize the report for not including technological solutions while Southern countries are incensed because it seems to advocate abandonment of economic development. <http://www.club ofrome.org/

1973
European Environmental Action Programme launched. <http://europa.eu.int/en/comm/dg11/actionpr.htm>

YOUNG ADULTS

MUSIC OF REVOLT AND SOCIAL CHANGE

Many young adults' only exposure to the basic tenets of sustainable development is through class work on environmental issues. Engaging young adults' interests on themes of international development and equity is an important, though daunting task. Music of social change — that artistic expression of human longing for an appropriately developed and equitable society — is a means of reaching those youth who are moved by rhythm and song. By capitalizing on young adults' interest in music we can help them connect to these larger issues.

Suggested activity: *Breaking the Sound Barrier*

Throughout history music has educated, challenged, and inspired people to struggle for social justice.

From cities in the United States to the streets of Soweto and the mountains of Chile, music and revolution have blended together to get people involved in political movements even as they shatter the barriers of language and oppression.

Play the song tracks from the discography listed below. Use the following questions as a basis for a follow-up discussion.

- What are the root causes of the struggle as defined by the music?
- What are the commonalties and differences among the various pieces?
- What do you hear, what do you see, when listening to it?
- Have you witnessed oppression in your life? In your community? If so and you could play music about it, how would it sound?

Suggested Recordings for the activity:

Chile: Quilapayun. *El Pueblo Unido*
Jamaica: Bob Marley. *Live*
South Africa: Johnny Clegg & Savuka. *Cruel Crazy Beautiful World*
Asia: Shai No Shai. *Human Condition*
United States: Sweet Honey In The Rock. *All for Freedom*

Electronic and Print Resources for World Music of Social Change:

Suggested Web sites:

Eyeneer Music Archives — http://eyeneer.com
Jammin Reggae Archives — http://niceup.com
Jamtown — http://www.jamtown.com/abt_jtwn.htm equity in production of instruments
Mbira Home Page — http://www.tiac.net/users/smurungu/home.html
Music Boulevard — http://www.musicblvd.com/cgi-bin/tw/1148_20_wld
new world music reviews each day
OYE! World Music Resources — http://world-music.sbc.edu
RootsWorld: The online magazine of world roots and folk —
http://www.rootsworld.com/rw/
The Smithsonian Magazine —
http://www.smithsonianmag.si.edu
Unofficial Homepage of Baaba Maal —
http://www.isis-intl.com/mike/baaba.htm
Unofficial Homepage of Youssou N'Dour —
http://www.isis-intl.com/mike/youssou.htm
Web of Culture-World Music Store —
http://worldculture.com/cdnow.htm
Yahoo: World Music — http://www.yahoo.com/Entertainment/Music/World_ Music/

Magazines:

Beat Magazine
Bongo Productions
P.O. Box 65856
Los Angeles, CA 90065
email: getthebeat@aol.com

Reggae & Global Music Report
email: Reggae.Rprt@aol.com

Books & Books with Audio:

Blumenfeld, Larry. (1993 October). *Voices of forgotten worlds: Traditional music of indigenous people*. Roslyn,NY: Relaxation Company.

Crump, J. I. (1995 June). *Chinese and Japanese music-dramas*. Ann Arbor, MI: Center for Chinese Studies.

Hartigan, Royal. (1995 July). *West African rhythms for drumset*. Miami: Warner Brothers Publications.

Jaffe, Nina. (1994 May). *Patakin: World tales of drums and drummers*. New York: Henry Holt & Company.

Lambert, Lee. (1995 October). *Basic library of the world's greatest music*. Midlothian, VA: Lee Lambert.

Liang, Mingyue. (1985 May). *Music of the billion: An introduction to Chinese musical culture*. Santa Fe: C. F. Peters Corp.

Lipsitz, George. (1997 May). *Dangerous crossroads: Popular music, postmodernism and the poetics of place*. New York: Verso Books.

Malm, William. (1990 October). *Japanese music and musical instruments*. Boston: Charles E. Tuttle.

Malm, William. (1986 June). *Six hidden views of Japanese music*. Berkley: University of California Press.

Mercer, Kobena. (1994 July). *Welcome to the jungle: New positions in black cultural studies*. New York: Routledge.

Pratt, Ray. (1994 March). *Rhythm and resistance: The political uses of American popular music*. Washington, DC: Smithsonian Institute Press.

Sakolsky, Ron and Ho, Fred Wei-Han. (1995). *Sounding off! Music as subversion/ resistance/ revolution*. Brooklyn: Autonomedia.

Taylor, Timothy Dean. (1997 July). *Global pop: World music, world markets*. New York: Routledge.

Titon, Jeff Todd. (1996). *Worlds of music: An introduction to the music of the world's peoples*. New York: Schirmer Books.

World Music Sources:

Africassette
P.O. Box 24941
Detroit, MI 48224
(313) 881-4108
FAX (313) 881-0260
http://www.africassette.com/~rsteiger/

Stern's African Classics
598 Broadway
New York, NY 10012
(212) 925-1648
FAX (212) 925-1689

World Music Institute
49 W. 27th Street
New York, NY 10001
(212) 545-7536
FAX (212) 889-2771

Additional Suggested Recordings:

Barrister. *New Fuji Garbage*. (Nigeria)
Coltrane, John. *Alabama*.
Dibango-Giant, Manu. *Wakafrika*. (This album could be called Africa's Greatest Hits)
Diop, Aby Ngana. *Liital*. (Senegal)
Dube, Lucky. *Victims*. "Different colours/One people." (South Africa)
Hathaway, Donny. *Someday we'll all be free*.
Ho, Fred. (1996). *Monkey: Part one*.
Ho, Fred. (1997). *Monkey: Part two*.
Jobarteh, Amadu Bansang. *Tabara*.
Keita-Mango, Salif. *The Mansa of Mali-A retrospective*.
Maal, Baaba & Mansour Seck. *Djam Leeli*. (Senegal)
Mayfield, Curtis. *A Choice of Color*. "We People who are Darker Than Blue."
Rochereau, Tabu Ley Seigneur. *Muzina*. (Zaire musical giant)
N'Dour, Youssou. *Set*. (One of Africa's greatest singers)
Payne, Freda. *Bring the Boys Home*. (Vietnam War)
Pulse, Steel. *Tribute to the Martyrs*.
Sly and the Family Stone. *Everyday People*.

Additional Artists:

Boukman Eksperyans (Haiti)
Bunny Wailer
Fela (Nigeria)
Garnett Silk (Jamaica)
Gil Scott Heron
Hugh Masakela
James Brown
Linton Kwesi Johnson
Miriam Makeba
Mutabarauka
Nikki Giovanni
Oumi Sangai (Mali)
Peter Tosh (Jamaica)
Ruben Blades
Thomas Mapfumo
Ll Roy

1973
Chipko Movement born in India in response to deforestation and environmental degradation, influencing forestry practices and women's participation in environmental issues. <http://www.shanaze.net/ws/hydepark/chipko.htm>

1974
Rowland and Molina release seminal work on CFCs in *Nature* magazine. They calculated that if human use of CFC gases was to continue at an unaltered rate the ozone layer would be significantly depleted. <http://jcbmac.chem.brown.edu/baird/EnviroChem/OzoneNobelPrize/NobelPrizeChemistry95.html>

1974
Bariloche Foundation publishes *Limits to Poverty*. It is the South's response to *Limits to Growth* and calls for growth and equity for the Third World.

1975
Convention on International Trade in Endangered Species of Flora and Fauna (CITES) comes into effect. <http://www.unep.ch/cites.html>

Late 1970s
Environmental catastrophes capture public attention. Eg. Amoco Cadiz oil spill and Three Mile Island nuclear reactor leak.

1980
World Conservation Strategy released by IUCN. The section *Towards Sustainable Development* identifies the main agents of habitat destruction as poverty, population pressure, social inequity and the terms of trade. It calls for achieving a more dynamic and stable world economy, stimulating economic growth and countering the worst impacts of poverty. <http://w3.iprolink.ch/iucnlib/index.html>

1980
Independent Commission on International Development Issues publishes *North:South - A Programme for Survival* (Brandt Report). It asks for a re-assessment of the notion of development and

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calls for a new economic relationship between North and South.

1980
US President Jimmy Carter authorizes study which leads to *Global 2000* report. This report recognizes biodiversity for the first time as a critical factor in the proper functioning of the planetary ecosystem.

1982
The UN Convention on the Law of the Sea is adopted.
<http://sedac.ciesin.org/pidb/register/reg-125.rrr.html>

Mid 1980s
More environmental crises in the South shock an increasingly "tuned in" Northern public. eg. Bhopal, India, famine in Africa's Sahel region, rain forest decimation, international debt crisis.
<http://caster.ssw.upenn.edu/~restes/isw/chapter32.html>

1984
Worldwatch Institute publishes its first *State of the World Report* monitoring changes in the global resource base and their effect on the economy. It concludes "we are living beyond our means, largely by borrowing against the future."
<http://www.worldwatch.org/worldwatch/index.html>

1985
Antarctic ozone hole discovered by British and American scientists.

1985
World Meteorological Society, UNEP and International Council of Scientific Unions (ICSU) report on the build-up of carbon dioxide and other greenhouse gases in the atmosphere. They predict global warming. <http://www.atm.ch.cam.ac.uk/tour/antarctica.html>

1986
Accident at nuclear station in Chernobyl generates a massive radioactive explosion.
<http://www.earthbase.org/home/timeline/1986/chernobyl/>

SPECIAL GLOBAL DAYS: Opportunities for Local Library Programming

As global awareness, and in particular, sustainable development, continues to grow in importance, the public library can position itself to play a central role in a community's effort to promote sustainable development initiatives. Information is critical to linking together the concepts underlying sustainable development: **environmental protection**, **economic/political development**, and **social equity**. The public library can stimulate interest and discussion in the topic through creative programming and it can marshal critical information resources needed by individuals, local organizations, and government agencies. Librarians knowledgeable about global issues can also become key players for sustainable development in their communities and, at the same time, reach out to help preserve our world.

The following adult services programs have been designed with flexibility in mind. You should be able to adapt them to the needs of your library community and incorporate locally available resources. The Global Awareness Team encourages you to sponsor several such activities over the course of a program year by focusing on a number of the United Nations' Global Days. Background on the days can be obtained from United Nations Conferences and Observances: http://www.un.org/Overview/unconfs.html.

Tips for locating and maximizing community resources:

- ***Speakers and Program Facilitators:*** Contact colleges and universities, museums, professional associations, specialized community groups, government agencies, your local Chamber of Commerce, and the Study Circles Resource Center, PO Box 203, Pomfret, CT 06258, (860) 928-2616, to identify subject experts or discussion facilitators who can serve as presenters at library programs.
- ***Program Materials:*** Augment the library's collections by working with local groups to highlight their resources. A community environmental group, for example, may have brochures and articles that would provide a local perspective for an Earth Day program sponsored by the library.
- ***Partnerships:*** Initiate partnerships with community organizations and groups to encourage broad participation in programs and to maximize resource support. Groups with an interest in sustainable development issues provide excellent opportunities for collaborative programming (see web sites below for sustainable communities listings). Also consider establishing partnerships with local businesses to stimulate interest in global issues and the idea of sustainable development. A hospital, for example, may leap at the opportunity to sponsor a library program in conjunction with World Health Day.
- ***Promotion:*** Expand your regular channels of communication for promoting library programs and services by asking community groups and organizations with a special interest in sustainable development and global awareness to advertise programs.

PROGRAM IDEAS

Book Discussion Series: Initiate a series of book discussions during the month in conjunction with one of the Global Days listed in this Guide.

Exhibits: Establish a partnership with a museum to sponsor an exhibit about sustainable development. During March, for example, the historical society may be interested in mounting an exhibit about local women's history that corresponds with library programs related to International Women's Day (March 8).

Panel Presentations: To promote better understanding of sustainable development issues, convene a panel of local subject specialists to discuss the interrelationship of your community's environment, economic development, and social equity initiatives.

Resource Packets: Develop resource packets about sustainable development issues that highlight your library's materials and make the packets available to interested community groups and organizations.

Discussion Groups: Sponsor a discussion series at the library that brings together people with a wide range of perspectives on sustainable development issues. Articles for a four part discussion series are available on-line from the *Local Libraries: Global Awareness* page on ALA's International Relations Office web site at http://www.ala.org/work/international/, or can be requested from the American Library Association's International Relations Office at 50 E. Huron St., Chicago, IL 60611-2795.

The discussion guide is organized around these four topics:

- **The Search for Balance: A Sustainable Future**
- **Business and Sustainable Development**
- **US Government and Sustainable Development Around the World**
- **Thinking Globally, Acting Locally: Individual Action and Private Voluntary Organizations.**

Intergenerational Programs: Partner with local schools and senior centers to promote intergenerational book groups and poetry writing programs related to environmental and social equity issues on the Global Days. These programs also become excellent opportunities for increased cultural awareness if participants represent a variety of cultures and countries.

Music Programs: Highlight your library's collection of music from various cultures by sponsoring a World Music program and producing library resource guides. See the Young Adult section of this Guide for resource suggestions.

Perspectives Forum: Encourage awareness of the diverse perspectives surrounding such international issues as US participation in UN initiatives and US aid to other countries by holding a forum with local experts representing the various issues. Provide library materials to support the topics discussed.

Internet Resources: Create a global awareness section on your library's web site to highlight the Internet resources listed in this guide, or incorporate some of these international links into your existing Internet resource lists. Bookmark the *Local Libraries: Global Awareness* page on ALA's International Relations Office web site at http://www.ala.org/work/international/.

Sister Communities Program: Initiate a cooperative resource sharing program with a city in another country to explore sustainable development issues. Your city may already be a participant and you can link up with the sister community's library. (Check the directories of Sister Cities International at: http://www.sister-cities.org, and the Partners of the Americas at: http://www.partners.net).

Video Series: Organize a video or film series around sustainable development topics or the Global Days using resources listed in this Guide. Encourage the facilitator to provide a local perspective on the issues explored. In conjunction with a video or discussion series, contact your local cable television station to have them include the series in their local programming if the videos may be broadcast.

Selected Web Sites

American Library Association, *Local Libraries: Global Awareness* — http://www.ala.org/work/international/
Earth Times — http://www.earthtimes.org
GEO Link Library — http://www.geonetwork.org/links/ over 500 sustainable topic links
Global Learning - http://viconet.com/~schnarr/global.htm

1987
World Commission on Environment and Development publishes *Our Common Future* (Brundtland Report), giving direction for comprehensive global solutions. It popularizes the term "sustainable development." <http://www.rri.org/envatlas/supdocs/brundt.html>

1987
Montreal Protocol on Substances that Deplete the Ozone Layer is adopted. <http://www.unep.org/unep/secretar/ozone/mont_prt.htm>

1988
Inter-governmental Panel on Climate Change established to assess the most up-to-date scientific, technical and socioeconomic research on climate change. <http://www.unep.ch/ipcc/ipcc-0.html>

1991
Hundreds of oil fires burn out of control in Kuwait for ten months following the Persian Gulf War.

1992
Business Council for Sustainable Development publishes *Changing Course* establishing business interests in resolving environmental issues.

1992
United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro. The Earth Summit results in the publication of Agenda 21, the Convention on Biological Diversity, the Framework Convention on Climate Change, the Rio Declaration, and a statement of non-binding Forest Principles. The parallel NGO Forum signs a full set of alternative treaties. <http://www.ecouncil.ac.cr/rio/earthsummit.htm>

1993
The U.S. President's Council for Sustainable Development (PCSD) is established. <http://www.whitehouse.gov/PCSD/>

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1993
The first annual meeting of the United Nations Comission on Sustainable Development is held. <http://www.un.org/esa/sustdev/>

1993
World Conference on Human Rights is held. Governments reaffirmed their international commitments to all human rights and passed resolutions leading to the appointment of the first UN High Commissioner for Human Rights. <http://www.unhchr.ch/>

1994
North American Free Trade Agreement (NAFTA) enters into force. The side agreement — the North American Agreement on Environmental Cooperation — establishes the Commission for Environmental Cooperation (CEC) to facilitate effective cooperation on the conservation, protection and enhancement of the environment. <http://www.cec.org/>

1994
International Conference on Population and Development is held in Cairo, Egypt. <http://www.iisd.ca/linkages/cairo.html>

1994
United Nations Convention on Desertification is completed. <http://www.unccd.ch/>

1994
US Agency for International Development redefines its foreign assistance program in terms of sustainable development. <http://www.unccd.ch/>

1995
The Uruguay Round of the Global Agreement on Tariffs and Trade (GATT) negotiations is completed and the World Trade Organization (WTO) is created. <http://www.wto.org>

1995
World Summit for Social Development is held in Copenhagen, Denmark. For the first time the international community expresses a clear commitment to eradicate

Institute for Global Communications, Development — http://www.igc.org/igc/issues/develop/index.html
InterAction — http://www.interaction.org/ia/index.html
a coalition of 150+ non-profit organizations
International Institute for Sustainable Development — http://iisd1.iisd.ca/default.htm
OECD Development Assistance Committee — http://www.oecd.org/dac/htm/pubsfoc.htm
Peace Corps: http://www.peacecorps.gov
President's Council on Sustainable Development — http://www2.whitehouse.gov/PCSD/
Sustainable Communities Network — http://www.sustainable.org
United Nations Development Program — http://www.undp.org
UNICEF — http://www.unicef.org
US Agency for International Development — http://www.info.usaid.gov/
US Department of State — http://www.state.gov
US Environmental Protection Agency — http://www.epa.gov/
WWW Virtual Library: International Development Cooperation — http://alcazar.com/wwwvl_idc/
World Cultures — http://www.worldculture.com

The American Library Association and Global Learning sites provide "hot links" to the Guide's web sites—and more.

PROGRAMMING WITH THE SPECIAL GLOBAL DAYS

Librarians are encouraged to plan programs in conjunction with the UN Global Days. Several examples follow based on two of these days, Earth Day in the spring and World Food Day in the fall.

Sample Programs Based on Earth Day (April 22)

Following are three programs that might be used for Earth Day. The format could be duplicated for other special days during the year. A library may choose to offer one or more, depending on their community, facility size, and available resources.

1. Book and Film Discussion

One model program to be used for Earth Day that would not require a great deal of preparation and might be done with library staff would be based on *Rachel Carson's Silent Spring*. If your library has a regular discussion group, it would be a perfect venue.

Facilitator:
A librarian could serve as facilitator after reading the book, viewing the video, and becoming acquainted with sustainable development. S/he might prefer to use a resource person from the community who might be an environmentalist, science teacher, naturalist, etc. The facilitator would give a brief, five minute lead-in to the video discussing how Earth Day evolved, sustainable development, and the impact of Rachel Carson on the environmentalist movement.

Activity:
Show the video, *Rachel Carson's Silent Spring*, from the PBS series, "The American Experience." (60 minutes long)

If the audience is small in number, as is the typical book discussion, the facilitator should then begin the discussion of the video and the book (which the audience should have read before the program).

If the audience is too large for an open discussion, the facilitator could use the video as a segue to discuss the Sustainable Development Timeline (see sidebar) which starts in 1962 with the publication of *Silent Spring*. Whether the group is large or small, IISD's Sustainable Development Timeline would be a good handout and worth discussion.

Resources:

Carson, Rachel. (1962). *Silent spring*. Houghton Mifflin, Co., Boston.

The American experience, Rachel Carson's silent spring. (1992). PBS Video.

"Sustainable Development Timeline," International Institute for Sustainable Development, Canada @ http://iisd.ca/rio%2B5/timeline/sdtimeline.htm.

II. Panel Presentation

The second program might be titled, "Celebrating Earth Day in Your Own Backyard."

Facilitator:

Again this may be a librarian or an outside resource person, depending on the comfort level and knowledge of the librarian (you may be surprised to find expert gardeners on the staff). The facilitator should set the stage with a five minute introduction to tie the theme to Earth Day and sustainability issues. Talk about the importance of the individual becoming informed and taking action locally to improve not only the environment, but also the community's economic base and social equity for all as the foundations for a sustainable community.

Presenters:

Contact two to three community resource people, for example, someone from a local nursery, agricultural extension service, a naturalist, a representative from the local Audubon Society, or an expert from your local garden club.

Activity:

Using a panel presentation followed by Q & A at the end, have the experts discuss the following topics:

A. *Organic gardening*: learn composting, lawn care without pesticides, proper watering methods for conservation, building a worm box, mowing and mulching to use clippings instead of bagging them. How do such local activities contribute to sustainability for the watershed or larger bioregion of which you are a part?

B. *Building a backyard wildlife refuge*: learn what flowers and shrubs will attract birds, chipmunks, squirrels, rabbits and other wildlife to your yard. Learn what birdseed and other food will bring birds to your neighborhood. How do migrating species connect your local community to communities in other countries?

C. *How to plant trees*: learn what types of trees will flourish in your particular soil and how to plant and care for a young tree; learn the value of trees to the environment in your locale and elsewhere in our global village.

Have handouts available: bibliographies of local library materials; tip sheets provided by local nurseries and extension services; a list of local community groups and associations to join and/or turn to for advice, e.g. the local garden clubs. If possible, give free saplings to take home (you might also tie this program to Arbor Day).

Resources:

Appelhoff, Mary. (1997). *Worms eat my garbage*. Kalamazoo, MI: Flower Press.

Campbell, Stu. (1990). *Let it rot! The gardener's guide to composting*. Pownal, VT: Storey.

Gershuny, Grace, & Martin, Deborah L. (Eds.). (1992). *The Rodale book of composting*. Emmaus, PA: Rodale Press.

Mollison, Bill. (1994). *The introduction to permaculture*. Tyalgum, New South Wales, Australia: Tagari Publications.

Schultz, Warren. (1989). *The chemical-free lawn*. Emmaus, PA: Rodale Press.

Natural Wildlife Federation Backyard Wildlife Habitat Program, 1412 16th St., NW, Washington, DC 20036-2266

absolute poverty. The Conference also addresses the need for socially responsible structural adjustment and greater accountability by the IMF and World Bank. <http://www.iisd.ca/linkages/wssd.html>

1995
The execution of Ken Saro-Wiwa in Nigeria brings international attention to the linkages between human rights, environmental justice, security, and economic growth.

1995
Fourth World Conference on Women held in Beijing, China. The Beijing Declaration and Platform for Action recognizes that the status of women has advanced but obstacles still remain. <http://www.undp.org/fwcw/daw1.htm>

1996
United Nations Conference on Human Settlements (Habitat II) is held in Istanbul, Turkey. <http://www.unhabitat.org/>

1996
APEC Ministerial Meeting on Sustainable Development is held in Manila, Philippines. The Manila Declaration and an Action Programme cover key areas for cooperation on sustainable cities, cleaner production and technologies, and the sustainability of the marine environment. <http://www.apecsec.org.sg/minismtg/mtgsdv96.html>

1996
The Summit of the Americas on Sustainable Development is held in Santa Cruz, Bolivia. The Declaration of Santa Cruz de la Sierra and the Plan of Action for the Sustainable Development of the Americas stress fairness in regional development. <http://coord.rds.org.bo/cb/eng/index.html>

1997
Intergovernmental Panel on Forests (IPF) submits its recommendations to the UN Commission on Sustainable Development. The IPF calls for continued dialogue, but cannot reach an agreement on important issues such as financial

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assistance and trade-related measures, or whether to begin negotiations on a global forest convention.

1997
The Earth Council convenes NGOs at the Rio+5 Forum in Rio de Janeiro, Brazil. They note many organizations and individuals working for sustainability in their own communities and sectors continue to work largely in isolation from each other. <http://www.ecouncil.ac.cr/rio/>

1997
Global Knowledge '97: Knowledge for Development in the Information Age is held in Toronto, Canada initiating a global dialogue on how to harness knowledge and information as tools for sustainable and equitable development. <http://www.globalknowledge.org/>

1997
United Nations General Assembly Special Session (UNGASS) acts as a sober reminder that little progress has been made in implementing key components of Agenda 21. It ends without significant new commitments. <http://www.un.org/esa/earthsummit/>

1997
Intentional land-clearing fires in Southeast Asia are intensified by the El Nino induced drought. The resulting haze blankets the region causing over $1.4 billion (USD) in short-term health costs and at least that amount in direct fire-related damage.

1997
Delegates to the UN Framework Convention on Climate Change 3rd Convention of the Parties (COP-3) sign the Kyoto Protocol. This document commits developed nations to reducing overall emissions of several greenhouse gases and mechanisms to encourage North-South cooperation on emissions reduction. <http://www.cop3.de/>

From its base in Canada, IISD promotes SD in decision-making internationally. Connect to our knowledge networks at http://iisd.ca/.

III. Stations

The third Earth Day program is based on the second one (***II. Panel Presentation***) using the same presenters and resources. The difference is in the format of the program. If the library facility is large enough, the three experts could be at stations around the room and use more of a workshop approach. The attendees could visit any or all of the stations depending on their interests and needs. The presenters could then give a brief talk and spend most of the time answering questions and working with individuals.

If the program is offered in the workshop format, it should be advertised as such and attendees encouraged to bring questions, lawn care problems, a sketch of their yards, etc. Another possibility in this format is to have a video playing in one part of the room that relates to the program, on gardening, wildlife, etc.

The following resources provide many more suggestions for planning Earth Day programs:

- The Earthworks Group. (1989). *50 simple things you can do to save the Earth*. Berkley, CA: Earthworks Press.
- Gardner, Robert. (1992). *Celebrating Earth Day: A sourcebook of activities and experiments*. Brookfield, CT: The Milbrook Press.

Below are recommended web sites that you might use for Earth Day:

American Forests-Global ReLeaf 2000
http://www.amfor.org

E/The Environment Magazine
http://emagazine.com

The Earth Times
http://earthtimes.org

Ecomall
http://www.ecomall.com

Environmental News Network
http://www.enn.com

Natural Resources Defense Council
http://www.nrdc.org

Rainforest Action Network
http://www.ran.org

The American Oceans Campaign
http://www.americanoceans.org

Earth Island Institute
http://www.earthisland.org

The Ecology Channel
http://www.ecology.com

Envirolink
http://envirolink.org

International Fund for Animal Welfare http://www.ifaw.org

Planet Ark
http://www.planetark.org

US Environmental Protection Agency http://www.epa.gov

Sample Program(s) For World Food Day (October 16)

Book and Video Discussion

Use the video, *Cultivating opportunity: Self-help solutions to poverty in the US and Africa*. (1997). Oley, PA: Bullfrog Films, Inc.

To tie the program to a book discussion, any of the following fiction titles would work:

Buck, Pearl. (1931). *The good earth*. Franklin Center, PA: Franklin Library. (Hunger, poverty)

Byrd, Elizabeth. (1972). *The famished land*. Philadelphia: Lippincott. (The Irish potato famine)

Hudson, Lois Phillips. (1962). *The bones of plenty*. Boston: Atlantic Little. (Dust bowl, drought)

Kenny, Sean. (1995). *The hungry earth*. Boulder, CO: Roberts Rinehart. (Irish Potato Famine)

Raven, Margot. (1997). *Angels in the dust*. Mahwah, NJ: Bridgewater Books. (Drought, dust bowl)

Steinbeck, John. (1939). *The grapes of wrath*. New York: Viking Press. (Depression, poverty, dust bowl)

Recommended World Food Day Web Sites:

Food & Agriculture Organization of the United Nations — http://www.fao.org/sd

OXFAM & World Food Day — http://www.oxfam.ca/fooday

World Food Day and the Peace Corps — http://www.peacecorps.gov/www/dp/wwswfd4.html

World Food Day Message from the President of the International Co-operative Alliance — http://www.coop.org/en/nwfday.html

SCHOOL LIBRARY MEDIA SPECIALISTS

GLOBAL REACH-LOCAL TOUCH

SEVEN STEPS FOR SCHOOL LIBRARY MEDIA SPECIALISTS K-12

1 **Promote global awareness** in your school through displays, an interactive workstation, a hot topics button on the school web site, and celebration of calendar events, heroes, and heroines. Get ideas from the following *Curriculum Guide* and *Pathfinder* on sustainable development.

2 **Encourage faculty interest in global issues** and related library media center resources through informal discussions and support for resource-based learning projects.

3 Offer or distribute a copy of the following sustainable development **Curriculum Guide** to interested teachers and other library media specialists.

4 Provide students, teachers, clubs, parents, other library media specialists, and organizations with a copy of the following **Sustainable Development Pathfinder**.

5 Support global issues in and across the curriculum with a solid **collection** in your library media center. Consult the **resource lists** in the following *Pathfinder* and in the materials available from ALA's International Relations Office: http://www.ala.org/work/international/.

6 Encourage **personal action** on global issues through individual effort and participation in local clubs and community service organizations. See the following *Sustainable Development Curriculum Guide* and the *Pathfinder*.

7 Create **partnerships** between school and public libraries on programming and collection in global issues.

*

Stimulate students and teachers with your personal service and the global resources available through your library media center!

VIDEOS

Several excellent videos have been previewed for this Guide. The abbreviations for environment, development and equity indicate which of these three crucial elements of sustainable development the videos address. The citations are annotated with suggested Global Days. There is a distributors' list at the end of this section where videos can be purchased or rented. Please note the special Guide-related discounts available to libraries.

Changing the Focus of Foreign Aid **(VP and CDI) 28 mins. (1997) Produced by CDI. Focuses on post-Cold War changes since only 1% of the Federal budget is spent on foreign affairs in general and only half of that goes toward promoting sustainable development. Env/Dev**
International Day of Peace

Cultivating Opportunity: Self-Help Solutions to Poverty in the US and Africa **(BF) 28 mins. (1997) By Michael Sheridan, produced by Oxfam America. The inspiring story of how two poor farmers, one in Georgia and one in Mozambique, use similar strategies in the self-help solutions they champion. VHS ISBN: 1-56029-731-X Dev/Eq**
World Food Day

GREENBUCKS: The Challenge of Sustainable Development **(VP) 55 mins (1992) Produced by Gabrielle Kelly & Nick Hart-Williams. Chief executives from major corporations, government officials, conservationists, public utilities and futurists look at the environmental crisis and come up with some ideas "to change their ways." EnvDev**
World Environment Day

Green Plans **(VP) 56 mins (1995) Produced by John De Graaf & Jack Hamann. Profiling the Netherlands and New Zealand to show how government, business and environmentalists work together to devise a national environmental policy, this video illustrates sustainable development in action. Env/Dev/Eq**
Earth Day

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SUSTAINABLE DEVELOPMENT ACROSS THE CURRICULUM:

A Curriculum Guide for Teachers

What ? Sustainable development is the idea, supported by action, that the present can meet its needs without compromising the ability of future generations to meet their own needs.

Why ? Student knowledge of sustainable development supports school missions by:

- enabling students to be thoughtful citizens and responsible decision makers
- preparing students to be local and global leaders
- taking action now while planning for the future

Sustainable development enhances student learning objectives; students will be able to:

- define and use key concepts of sustainable development
- analyze global development and issues
- formulate questions and investigate global problems
- recognize ethnocentrism and adopt a wider perspective

Who ? Middle, junior, and high school students

How ? Teachers can add concepts, themes, and perspectives to existing curriculum in two easy steps:

- define sustainable development in one introductory lesson*
- connect sustainable development to existing lessons after students understand the concept by:
  1] including sustainable development as a topic for term papers, reports, debates, field trips**
  2] including books on sustainable development in supplementary reading lists**
  3] utilizing a variety of library media center resources (books, periodicals, videos, Internet sites)**

Where ?

- Relate existing curriculum to sustainable development by posing linking questions in class or assignments
- Integrate additional sustainable development lesson plans into existing courses such as:

World History/Cultures:
Views of the world's great religions on environment*
Africa, industrial development and the slave trade*

European History:
Capitalist and Marxist models of development*

US History:
The views of Jefferson and Hamilton on development*
A model Senate debate on environment*

Economics:
Business and the environment*

Biology:
Save the earth*

English:
Position papers on such global issues as political, economic, social, and environmental justice

*Additional secondary lesson plans are available on web sites.***

- Encourage students to participate in community service learning projects which support sustainable communities and sustainable development.

When ? Connect current events to sustainable development issues and concerns.
Celebrate heroes, heroines, and global days related to sustainable development.**

* Lesson plans on these topics are available on the web sites of the American Library Association (ALA) (http://www.ala.org/work/international/) and Global Learning (http://viconet.com/~schnarr/global.htm); in Brown, J.L. (Ed.). (1995). *Sustaining the future: Activities for environmental education in US history*. Union, NJ: Global Learning; and in Brown, J.L., & Gotsch, P. (Eds.), (1991). *A sustainable development curriculum framework for world history and cultures*. Union, NJ: Global Learning.

** Relevant lists and bibliographies are available on the ALA home page (http://www.ala.org/work/international/); print copies are available upon request from ALA/IRO, 50 East Huron Street, Chicago, IL 60611 USA. Phone: +1-312-280-3201, Fax: +1-312-280-3256, E-mail: intl@ala.org.

SUSTAINABLE DEVELOPMENT PATHFINDER FOR PUBLIC AND SCHOOL LIBRARIES

Indexes to information and resources:

Academic Abstracts, A Matter of Fact, Electric Library, InfoTrac, Magazine Articles Summaries, NewsBank, Readers Guide, SIRS, UMI

Internet sites:

American Library Association — http://www.ala.org/work/international/
Communications for a Sustainable Future — http://csf.colorado.edu
The Electronic Embassy — http://www.embassy.org
EnviroLink Library — http://www.envirolink.org/education.html
iEarn: International Education & Resource Network — http://www.igc.apc.org/iearn/
Institute for Global Communications: Education & Youth — http://www.igc.org/igc/issues/educat/or.html
Menominee Sustainable Development Institute — http://www.menominee.com/sdi/educat.htm
Nobel Prize Internet Archive — http://www.almaz.com/nobel/literature/literature.html
Oxfam — http://www.oneworld.org/oxfam/
President's Council Sustainable Development — http://www2.whitehouse.gov/PCSD/
United Nations — http://www.un.org
UNICEF — http://www.unicef.org
US Agency for International Development — http://www.info.usaid.gov
US Environmental Protection Agency — http://www.epa.gov/epahome/students.htm

Magazines and periodicals reprints:

Amicus Journal
Audubon
Bioscience
Civilization
Congressional Digest
CQ Researcher
Current History
Different Drummer
E: The Environment Mag.
Earthwatch
Economist
Environment
Environmental Action
EPA Journal
Futurist
Humanist
International Wildlife
National Geographic
National Parks
National Wildlife
Nature & Resources
Nature Conservancy
New Perspectives Quarterly
New Scientist
Northern Lights
Orion: People and Nature
Our Planet
Presidents & Prime Ministers
Science
Science News
Sierra
Smithsonian
SIRS
Society
Teen Voices
21st Century
UN Chronicle
UNESCO Courier
Utne Reader
Vital Speeches
Wilderness
World Affairs
World Health
World Press Review
World Watch

DISCUSS AND TAKE ACTION

Get information and ideas from these books:

50 Simple Things Kids Can Do to Recycle
50 Simple Things Kids Can Do to Save the Earth
50 Things You Can Do to Save the Earth
Celebrating Earth Day
Directory of Non-governmental Organizations Active in Sustainable Development
Earth Journal, 1993: Environmental Almanac and Resource Directory
Gale Environmental Sourcebook
Guidelines for Creating Effective Study Circle Material
How to Make the World a Better Place
Kids Ending Hunger: What Can We Do?
Solar Living Sourcebook: The Complete Guide to Renewable Energy Technologies
The Kids Guide to Social Action
The Study Circle Handbook
Voices for the Earth: Vital Ideas from America's Best Environmental Books

Watch an informative video*

Get involved in school or college activities:

debate clubs and teams • environmental action clubs • Model UN • political awareness clubs • stock clubs

Celebrate special Global Days*

Volunteer for community service in local organizations such as:

Amnesty International • Audubon Society • Big Brother, Big Sister Clubs • 4-H Club • Habitat for Humanity • Izaak Walton League • League of Women Voters • Sierra Club • Your school or public library

Recognize heroes and heroines*

* See the *Local Libraries: Global Awareness* page http://www.ala.org/work/international/ for listings.

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An annotated list for the following videos can be found at *ALA's Local Libraries: Global Awareness* web site: http://www.ala.org/work/international/.

- ***Borderline Cases: Environmental Matters at the United States-Mexico Border*** **(BF) 65 mins. (1997) Env/Dev/Eq** *Human Rights Day*

Escaping from History **(BF) 53 mins. (1995) Env/Dev/Eq** *World Health Day*

Fat of the Land **(VP) 56 mins. (1996) Env/Dev** *Earth Day*

Garbage Into Gold **(VP) 25 mins. (1995) Env/Dev/Eq** *World Environment Day*

No Dam Good **(BF) 26 mins. (1987) Env/Dev/Eq** *World Habitat Day*

No Spare Parts **(BF) 22 mins. (1990) Env/Dev/Eq** *Africa Industrialization Day*

Stopping War Before It Starts **(VP and CDI)28 mins. (1997) Env/Dev/Eq** *International Day of Peace*

Trees, Toilets, and Transformation **(VP) 28 mins (1996) Env/Dev/Eq** *Arbor Day*

Witness to the Future **(VP) 50 mins. (1996) Env/Dev/Eq** *Human Rights Day*

Distributors:

BF = Bullfrog Films, Box 149, Oley, PA 19547, 800-543-FROG, email: bullfrog@igc.apc.org. REQUEST THE SPECIAL LIBRARY SALE PRICE OF $89 PER VIDEO.

CDI = Center for Defense Information, 1500 Massachusetts Ave., NW, Washington, DC 20005, 202-862-0700, email: adminfo@cdi.org.

VP = The Video Project, 200 Estates Dr., Ben Lomond, CA 95005, (800-4-PLANET) email: videoproject@videoproject.org. REQUEST SPECIAL DISCOUNT OF 10% FOR 1 OR 2 AND 15% FOR 3 OR MORE.

ACKNOWLEDGEMENTS

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